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ABSTRACT

Whichever of the numerous ways of grouping pupils for instruction the teacher uses, pupils should benefit as much as possible from reading instruction. Team teaching stresses large, small, and individual methods of grouping for instructional purposes. No more than 20 pupils should be taught at a single time in large group instruction. Flexibility is a key concept when thinking of grouping pupils for instruction. Many educators recommend pupils be grouped heterogeneously with mixed achievement levels in a classroom so that learners from all ability groups may learn from each other. Pupils should also be homogeneously grouped when there is more uniformity within a group as compared to heterogeneous grouping. With individualized reading using library books, there are few problems in grouping since the pupil chooses sequential library books to read. Constructivism is a contextual approach in evaluating pupil achievement in reading. Learners construct their own knowledge within a given selection being read. In contrast, behaviorists believe that knowledge is objective and external to the learner. Linguistic procedures may stress individual endeavors such a one person reading a library book. Technology has made tremendous strides in assisting pupils to achieve in reading using software packages, CD ROMs, and the Internet, among other procedures. New approaches will need to be implemented to guide pupils to achieve well in large group, small groups, and individual work. Reading teachers need to study diverse procedures in grouping pupils for instruction in reading and then guide each learner to achieve as much as possible in reading. (RS)

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GROUPING FOR INSTRUCTION IN READING

There are numerous plans in grouping pupils for instruction. It seems as if there are pros and cons for any apprcach mentioned. Whichever procedure is implemented should assist individual pupils to achieve as much as possible in reading. The self contained classroom is a rather popular way of grouping pupils for instruction. Most elementary schools group learners in terms of being in a self contained classroom. Thus, the teacher teaches a single set of pupils in a classroom for most of the school day, except, perhaps, for music, art, and physical education. The teacher has numerous opportunities to get to know pupils well in a self contained classroom.The teacher then should be able to provide for individual learners so that each may achieve as much as possible. Teachers here should be able to provide for diverse learning styles of pupils. I believe that teachers in a self contained classroom can plan objectives, learning opportunities, and evaluation procedures well due to observing the same set of pupils frequently in the classroom setting. There are ample opportunities to understand each pupil so that he/she might learn as much as possible. Pupils, too, can get to develop selected expectancies of teachers due to having seen them teach each sequential days of teaching. I feel that pupils develop feelings of security when they know what to expect of teachers. Should there be a conflict which hinders a pupil to benefit from a teacher's instruction, he/she could be transferred to another classroom and teacher. Further advantages of the self contained classroom include the following:

1. the teacher can relate subject matter from several different curriculum areas effectively.

2. the teacher may use knowledge acquired from each pupil to more adequately provide for individual differences among learners.

3. the teacher might communicate with parents more effectively by knowing more about each parent and child due to the self contained classroom (Ediger, 1997).

Limitations of the self contained classroom (Shepherd and Ragan,

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1982) are the following:

1. The need for increased achievement in a basic subject calls for greater depth of preparation on the part of the teacher than teaches in a self contained classroom generally have.

2. Critics of the self contained classroom maintain that pupils need experiences with many teachers.

3. Teachers not well prepared in all areas may neglect the areas in which they lack competence. This leads to an imbalance in the school program.

4. Teachers in self contained classrooms tend to become isolated from other teachers, rather than working as members of a team.

In addition, I will present a brief explanation of other plans and then analyze each in terms of strengths and weaknesses pertaining to specific programs of reading instruction. We need to think through each plan with a critical eye and then attempt to come up with a whole or synthesis which is then usable in the teaching of reading.

The reading teacher has a challenge indeed to guide pupils individually to attain as much as possible. This is not easy since pupils differ so much from each other in many ways. Teachers need to have much information of each child in reading so that the best approach possible may be implemented in reading instruction.

What then should a teacher know about each pupils to do a professional job of grouping pupils for instruction? I believe teachers need to look at standardized test results to notice where a pupils stands in comparison to others. Here, we are attempting to obtain as much data as possible pertaining to the learner. The information from the standardized test may be presented as a grade equivalent, percentile, and/or a standard deviation. Results for standardized tests are not held as sacred as they were a decade or more ago. Standardized tests are developed in a certain way with the major intent being to spread out scores from high to low such as the first to the ninety-ninth percentile or a pattern following the bell shaped curve.

If available, I would look at the criterion referenced tests (CRT) score of the pupil. The CRT does not attempt to provide a built in range

of scores from high to low, but rather measures if pupils have/have not achieved needed objectives of reading instruction. Many states have state mandated testing emphasizing CRTs. On the state level, the Precise objectives are developed for teachers to use. The teacher then provides learning opportunities for pupils to achieve. After an interval of time, determined by the state, schools measure if pupils have/have not achieved the stated objectives. Hopefully, pupils will do well on the CRT and the spread of scores will then be minimal. Third, I would like to hear pupils read orally to ascertain where they are in achievement in reading. Questions can be asked of the learner to notice comprehension of subject matter read. It is important to notice if a pupil enjoys reading of library books in spare time. I think it is very important to notice the kinds of errors a pupil makes while reading such as not being able to pronounce words, reading in a halting manner, or providing an incorrect word while reading. In order to do a good job of grouping pupils for instruction, the teacher needs to possess ample information pertaining to each child. Grouping should be flexible and not rigid. Thus, if a pupil needs to be changed to be in a different group for instruction in reading, this should be done.

Team Teaching in Reading

Team teaching has been in evidence since 1957 and has been effectively used in the school setting. Here, two or more teachers plan together the objectives, learning opportunities, and appraisal procedures for sequential lessons and units of study. Critical analysis of each plan needs to be in the offing. With interaction among team members, the best approach in the teaching of reading should in evidence. Teachers on a team have ample opportunities to learn from each other in planning sessions. There is built in inservice education in each planning session. Hopefully, the best objectives, learning opportunities, and appraisal procedures will be used to teach pupils in reading.

Generally, there are three levels of instruction. First, there is large group instruction with the total class of pupils taught. There can be

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interaction of team members while teaching or team members may take turns in large group construction. The strongest teacher at any given time should do the large group teaching. Next in sequence, team members work with small numbers in a group or committee in reading. Here in collaborative endeavors, the pupils supervised by a team teaching member analyze ideas presented in large group instruction. The third level of teaching is the individual endeavor. Here, a pupil generally works on a project or task directly related to the large group or committee endeavor in reading.

What are the strengths of team teaching? I think the strongest point is that inservice education can occur directly as teachers interact with each other in planning for reading instruction. Here are opportunities for teachers to learn from each other in an informal way. Second, I believe that more than one mind can be better than one mind when discussing teaching procedures and methodology. In a democratic environment for planning, a teaching team should do well in obtaining the best in learning experiences possible for pupils.

I believe to that having large groups, small group or committee endeavors, as well as individual study, provide variety in terms of grouping of pupils.

There seemingly are disadvantages in stressing team teaching as a way of grouping and as a means of instruction. If teachers on a team do not get along with each other, the chances are it will be an unpleasant school year. Pupils might then not achieve well in reading. Large group instruction may provide problems in providing for individual differences. There are then too many pupils in one group to give individual assistance.

There can be an interdisciplinary team as well as team members emphasizing a separate academic area domain. The former would be more typical of elementary school teachers in which the concept of the self contained classroom has been stressed in teacher education training at a college or university. Thus most elementary school teachers have not majored in a single academic area such as history or biology, but they have experienced a general education curriculum plus professional

course work and student teaching in becoming a licensed teacher. If an elementary teacher was educated at a college/university school of education with a double major such as history and elementary education, then a team of teachers with similar training may teach social studies in a departmentalized plan. An interdisciplinary team could also also could comprise of team members having majors in the social sciences/elementary education; English/elementary education; and biology/elementary education. These teachers would then plan the objectives, learning activities, and evaluation procedures for teaching a given set of learners in large group instruction, committee endeavors, and individual tasks. Relationship of diverse academic disciplines would then be in evidence (Ediger, 1997, pp 228-229).

Heterogeneous Grouping in Reading

The prevailing attitude of educators is that heterogeneous grouping should be emphasized in the teaching of reading. Thus, mixed achievement levels of pupils should be in evidence in any classroom. Pupils of different ability levels may then learn from each other. A more democratic atmosphere should be prevalent when pupils interact with others of different ability levels. Teachers need to look at diverse levels of reading achievement to be a blessing in a classroom. Pupils may work together in peer groups to assist each other in reading for a variety of purposes. Pupils then will differ from each other in many ways which include

1. intelligence and achievement.
2. interest and motivation.
3. parental backing and help.
4. socioeconomic levels.
5. degree to which pupils are able to process information.

Even though pupils differ from each other in many ways in a heterogeneously grouped classroom, they still may be taught with professional teacher assistance to achieve optimally in reading.

There are numerous advantages in emphasizing heterogeneous grouping of pupils in a classroom. Pupils may then work and play with

other in a democratic manner. In society, people interact with each other regardless of ability levels; pupils in school too should have the opportunities to interact with individuals who are different from others. The differences occur in different ways. The school setting might then become a miniature society. Learning to work together presently is important regardless of the kinds of differences that exist among members since the work place will, in the future, also stress diversity in terms of who is employed there.

Disadvantages given for grouping heterogeneously in the classroom include the teacher having to provide for the wide range of ability and achievement levels in reading in the classroom. Planning and implementing for instruction in reading becomes much more difficult in heterogeneously grouped classrooms of children. The range of differences in reading achievement may be wide indeed. Then too, pupils who achieve very well in reading may be held back by slow learners if heterogeneous grouping is being stressed in committees and collaborative endeavors.

Homogeneous Grouping in Reading

Homogeneous grouping has be advocated in the past and still has its advocates presently. Here, there is uniformity of reading achievement among classmates. Heterogeneous grouping has a wide range of pupil achievement in reading whereas homogeneously grouped pupils tend to have as narrow a range as possible in reading within a classroom of pupils

There are advantages in homogeneous groping of pupils in reading instruction.There is less of a range of learner achievement and the teacher tends to find it easier to provide for pupils when learner achievement is more uniform in the classroom. Pupils are challenged more by good readers in a homogeneous group as compared to having slow learners who might hold a group back in reading achievement.

In addition, homogeneous grouping advocates stress the following:

1. pupils who possess more of homogeneous characteristics can

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do a better job of challenging each other, especially the more talented learners.

2. the teacher can do a better job of providing for individual differences in a homogeneous grouping setting due to a smaller range of pupil achievement in a classroom.

3. each pupil can do more of his/her fair share of work when committee endeavors are emphasized.

4. less looking down upon slow learners should be in evidence when pupils are quite similar in achievement within a classroom.

5. there can be numerous opportunities to stress heterogeneous grouping when pupils are in physical education, art, and music classes (Ediger, 1997, p224).

Disadvantages occur when teachers teach the homogeneously grouped class as if these learners are all alike in reading achievement. The reading teacher still needs to provide for pupils of diverse achievement levels.

The Nongraded School

The nongraded school has a philosophy of not stressing grade levels in teaching. Pupils just do not fit into a grade level with its uniform recommended standards of achievement in reading. The nongraded advocates realize that pupils are different from each other and are on different levels of reading achievement. To say that a pupil is in grade five is ridiculous. That is an artificial standard of achievement. The nongraded people rather say that pupils are reading on certain levels and hopefully these levels will make for continuous progress. What pupils have achieved on one level of instruction in reading provides readiness for continuing to the nest level. There is no break or gap in the levels, but rather pupils gradually go on to the next more sequential complex level of reading instruction. Ideally, there are no failures in the nongraded school since each lesson is always based on the previous one, but is one that learners individually may be successful in.

Continuous progress as a concept is different than a pupil having completed grade four, for example, and now is in grade five. Thus, the grade levels philosophy of reading instruction states that pupils having completed the basal and other reading materials for grade four and then fifth grade materials of reading instruction follow. There may be no or little sequential progress between the two grades and continuous progress is not possible.

The concept of continuous progress is quite different than pupils going through different grade levels with using first grade materials in reading for the first grade and second grade materials with the second grade, followed by materials equivalent to other grade levels, such as grade three, grade four, grade five, and garde six. With continuous progress, teachers attempt to determine an entry point for each pupil in terms of present actual reading level. If a pupil is starting school as a kindergartner, helshe may experience a traditional readiness program or be guided in using a Big Book approach in reading the contents together orally with the teacher. The traditional readiness approach may consist of a play center, a creative dramatics center, an objects center, a toy center, a listening center, and audio visual aids center, and a speaking center, among others. These activities provided background information to the learner as well as a basic sight vocabulary for formal reading instruction. The basic sight words for reading might come from children experiencing an experience chart approach in learning to read.

Advocates of the Big Book whole language approach stress pupils reading at a much earlier level as compared to traditional procedures. The traditional procedures had their advantages and many of these approaches have been incorporated by the Big Book advocates. The big Book is large enough for all pupils to see and the contents are read orally by the teacher first and then by the pupils together with the teacher in class. Pupils achieve a basic sight vocabulary of words as they read and reread the contents from the Big Book and other reading materials. The traditional approach in readiness can also be stressed along with the Big Book philosophy of teaching. Phonics can be brought into either the traditional or Big Book approach in teaching. A games approach may

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be used such as the teacher may ask, "who can give me a word that starts like bird does?" Or, "Who can give me a word that rhymes with "man?" These are example of the kinds of activities a teacher may devise creatively. There are also advocates of a strong program in scope and sequence in phonics. Their thinking is that pupils through phonics instruction will become proficient in oral and silent reading. I recommend the game approach whereby in context of the lesson, a teacher thinks of enjoyable and stimulating experiences for pupils in analyzing words such as in phonics. Phonics instruction should be made as contextual as possible so that a direct relationship exists between what is stressed in word analysis and reading.

In the nongraded continuous progress plan of instruction, the teacher's role is to see that each pupil progresses sequentially, from one age level to the next. Grade levels are not mentioned. Why? Again, what transpires on one grade level may be unrelated to the next when using basal texts. If a pupil has done poorly in reading from a grade two basal reader and then is promoted the next year to read from a grade three basal reader, he/she falls further and further behind. The following year, an unsuccessful pupil in reading in third grade materials is then to read fourth grade materials. In grade four, the pupil gets further and further behind. Continuous progress is completely lacking. Good sequence is definitely not in evidence.

Good records need to be kept of each pupil in terms of progress in reading. For each lesson taught, the teacher then knows where to begin the next day and that is where instruction ended for the previous day.

What are the advantages of the nongraded school? Continuous optimal progress in reading is a very noble goal for all teachers to implement. Pupils should achieve as much as they can on an individual basis in reading. This does not rule out collaborative endeavors whereby peer learning is in evidence. The plan ideally rules out failure for pupils in that achievement in terms of levels are being emphasized regardless of the age of the child. Continuous progress, not age or garde levels, are in vogue in the nongraded plan of reading instruction.

What are the disadvantages of the nongraded plan in teaching

reading? Parents as well as selected educators have problems in thinking about schooling without referring to grade levels. I have heard people say that without grade levels, there are no standards for pupils to achieve. My answer to that statement is that age and grade levels have very little to do with where a pupil is achieving presently in reading. A continuous progress plan operates so that pupils individually should not fail. There are parents who believe that whatever grade level a child is in, he/she should be reading from that designated basal reader. For example, a pupil is in the third grade and therefore must read form a third grade reader. These parents would feel it is bad if a third grader would be reading second grade materials, even though that is the present reading level of that child.

Individualized Reading and the Pupil

I will describe one plan of individualized reading, although there are several approaches. In individualized reading, there must be an ample supply of library books to read. Library books are used instead of basal readers. The books are on diverse genres and on different reading levels. Why? Each child needs to choose a library book to read that is of personal interest and on his/her own reading level. The learner picks which book to read. The teacher does the choosing if a pupil cannot settle down to read a book. This pupil is unable to select and complete the reading of a library book.

After the library book has been completed in reading, the pupil needs to have a conference with the teacher. Here, the teacher discusses the content with the pupil of the completed library book. Here are ample opportunities for the teacher to evaluate comprehension of content of the learner. Stimulating questions covering content in the library book may be raised by both pupil and teacher. The teacher also should evaluate reading skills of the involved pupil by having him/her choose a selection to read orally. The teacher may then notice deficiencies that a pupil has in reading.

Individualized reading does away with the issue of homogeneous versus heterogeneous grouping. Pupils read on their very own and have

individual conferences with the teacher.

What are the advantages of individualized reading? Pupils may read materials based on their own individual interests and ability levels. Pupils choose what to read. Thus, individual differences are being provided for. If pupils choose sequential library books to read, they also should perceive purpose for reading. Thus individualized reading is a child centered procedure in emphasizing reading instruction.

Disadvantages of individualized reading include a lack of emphasis on social development of pupils. Pupils need to have ample time to work together. I believe this can be implemented in individualized reading. For example, a committee of pupils could read the same paperback and have a peer discussion of its content with teacher guidance. There are pupils who need more assistance with word analysis and phonics instruction than do others. Individualized reading does not provide for a systematic period of time for phonics and other means of word analysis such as syllabication.

Constructivism Versus Behaviorism

Constructivism as a philosophy of instruction has come in rather strong in the educational arena. Constructivism stresses that knowledge is subjective and pupils individually and in committees create their very own knowledge. It is the learner that does the creating of knowledge in terms of what is read and discussed. The child's past experiences and values enter into these subjective experiences. Within context of a lesson, the pupil interprets and makes knowledge.

Opposite of constructivism is behaviorism with its specific measurably stated objectives written prior to instruction. The teacher teaches toward having pupils achieve the precise objectives. If successful, the pupil has achieved the measurably stated objectives. If not, the teacher needs to find a new teaching strategy so that each pupil has achieved the precise objective(s). Here, knowledge is perceived as being objective. Independent of the learner, the knowledge is true or false. The pupil does not create knowledge but receives through instruction that which is objective information.

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These are two schools of thought in teaching and learning. I believe it is definitely true that human beings create much knowledge. It has always been held to be the case that in creative endeavors, pupils make, develop, and send oral/written original content. Here, uniqueness, novelty, and newness is in evidence. On the other hand, on lower levels of cognition or mental endeavors, there are answers to questions that leave no room for interpretation. If, for example, pupils are to write the traditional eight parts of speech, seemingly there is only one correct response -- nouns, pronouns, adjectives, adverbs, prepositions, verbs, conjunctions, and interjections. If pupils are to write a sentence containing a compound sentence with two dependent clauses, there are many unique responses that can be made. Higher order thinking will tend to stress more of constructivism whereas lower cognitive levels emphasizes more of factual knowledge whereby one answer is correct. I wholeheartedly subscribe to pupils working and thinking on the higher cognitive level. Why? There are many decisions that need to be made by pupils presently and at the work place later in life. These decisions will tend to demand higher levels of cognition. Tried and true answers tend not to work since situations differ from one time to the next.

What are the advantages of using constructivism as a psychology of learning? Much knowledge is subject to interpretation and to originality of thought. Thus, creativity is necessary and there will be no "correct" answers. For example, when pupils suggest different settings, characterizations, plots, than that written, creativity will be there or should be. In writing of poetry that goes along with the lesson or story being discussed, creative endeavors are wanted. Many decisions made in life stress that which works satisfactorily for the self and for others. Major decisions, in particular, have no ready made answers. These examples are situational, that is, solutions are offered in context by learners in ongoing experiences, be it in school or in society.

Disadvantages for constructivism include the idea that anarchy is involved in knowledge development. This should definitely not be the case. For example, in brainstorming sessions pertaining to suggesting a

different setting of a story than that contained in the text, the ideas provided by learners still need to fit the topic. It is true that there will be no absolute answers, but much of life does not possess rightness or wrongness. I believe that many want right answers to problems. It might be a desire to have the knowledge beforehand to make correct decisions, but the crystal ball is just not there. We have to do the best we can with the background knowledge and information available to make rational decisions. John Dewey (1859-1952) wrote about certainty not existing in life's situations (See Dewey, 1915). His philosophy of experimentalism indicate a problem solving strategy whereby in context or within a leaning activity, pupils identified a problem, clarified the problem, gathered information directly related to the problem, developed an hypothesis, checked the feasibility of the hypothesis, and modified or changed, after evaluation, what needs revision. Experimentalists believe that we work in a contextual situation and objective knowledge is not possible. We can only know experiences and these do not provide exact information.

The dominance in education of reductive research practices--which have at their heart a belief in the possibility of clear, certain, universal descriptions of teaching and learning--leads to the enactment of narrow, prescriptive curricula that deny the complexity of the human experience. In a discourse that values certainty, it is possible for state lawmakers to legislate daily phonics drills, for example, as an antidote to poverty. (Presumable, a heavy dose of phonics will cure illiteracy, which will in turn, eliminate poverty, as if poor reading scores among the poor is the cause of grinding poverty). Belief in certainty leaves no role for taking up the role of context in learning, the complications of multiculturalism, or even individual differences. The "tyranny of certainty" focuses the attention of educational researchers, policy makers, and teachers on technical aspects of teaching and puts them at risk of losing track of why and how children learn. Our reading of the educational research literature indicates that most educational researchers focus on the technical aspects of teaching (e.g., whole language versus phonics) that take for granted that questions about why

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and how children learn have been settled. This certainty leaves no room for to wonder or to question...(Dudley-Marling and Murphy, 1998)

Constructivism can be stressed on an individual basis in grouping for instruction such as a pupil writing a legend; the legend is appraised, pupil with teacher guidance, in terms of quality criteria. Within a dyad setting of two pupils, each may share his/her talents in the written product. The teacher in context encourages, assists, and evaluates the written product of students. A committee may also write the legend and harmonize their endeavors. The class as a whole may receive introductory experiences in readiness and background in order to write individually, in dyads, and in committees. The teacher is a facilitator and helper for pupils to be successful in ongoing writing endeavors.

With behaviorism, pupils individually may achieve each sequential objective as abilities permit The teacher may also wish to have pupils work in groups and committees to achieve stated objective in sequence. Thus, individual and committee work as means of grouping for instruction work well to achieve behaviorally stated objectives in reading instruction.

A first cousin of the behaviorally stated objectives movement is programmed reading. I supervised student teachers in Ottumwa, Iowa up to the middle 1980s when programed textbooks were used. Each person worked individually in the programmed text and could achieve as rapidly as possible. It would not matter then if heterogeneous or homogeneous grouping of pupils was used since each pupil worked individually from the programmed text. In the text, the fourth grade pupil, for example, would read a few sentences or a paragraph in the programmed book. Next a response was made in the answer booklet. The response was in answer to a multiple choice item covering the few sentences or paragraph read. Then the pupil checks his/her answer with that given by the programmer or writer of the text. If correct, the pupil was rewarded. If incorrect, the pupil now saw the correct answer and was still ready for the next sequential item to read. Read, respond, and check was stressed again and again in programmed reading. Response meant reading a pair of sentences or a paragraph before checking to

see if the response from the multiple choice item was correct. The pupil is either right or wrong when responding. Thus, it can be measured if a pupil responded correctly or incorrectly to a programmed item. Behaviorism as a psychology of learning is certainly in evidence here with its emphasis upon specificity of objectives in programmed learning with correctness and incorrectness of answers.

There are software packages in reading that are based on principles of behaviorism. Tutorial programs may stress the read, respond, and check approach as was true of programmed texts discussed above.

There are some excellent games that software packages stress. Here, pupils in teams may compete in a wholesome manner against each other. One software game stresses which word of four is spelled incorrectly. Here are numerous lists of four words in a set. For each set, the team that spots the incorrect word in a set of four soonest wins that time. I have observed pupils on teams play this game and they appear to truly enjoy playing with healthy competitive feelings. The software package emphasizes building a larger sight vocabulary, if these are new words for involved pupils. Even if these are not new words in a set, pupils do have opportunities to review what has been learned previously. Pupils then may be working on computer packages involving tutorials; drill and practice, gaming, and simulation individually or collaboratively within a team/committee approach in grouping for instruction.

In the information age in which we live, literacy is essential to enable groups, individuals, and societies access to the best information in the shortest time so as to identify and solve the most important problems and communicate this information to others. Information access, problem solving, and communication are essential to success in the information age in which we live.

It is no secret that the internet has appeared at this time. The internet is currently the most efficient way to store, access, and communicate large amounts of information to vast number of people interested in identifying and solving important problems. To prepare our students for the challenge of their tomorrows, the internet and future

technologies will be central to our mission (Lieu, 1997).

Linguistic Approaches in Reading Instruction

I will be discussing a linguistic approach in reading instruction from the point of view of Leonard Bloomfield (1961), a pioneer researcher in the area of linguistics. Grouping procedures will also be discussed. Bloomfield advocated a patterns approach in having pupils learn to read. The patterns approach is not a phonics procedure of instruction. Thus, Bloomfield emphasized that pupils in early reading instruction study word families as patterns. These word families to be sure stressed consistency between symbol and sound, but were presented as a more holistic pattern in learning to read. The following words pattern well: man, can, ban, fan, tan, Dan, Nan, Jan, pan, ran, yan, and an. It is very difficult, however, to write meaningful sentences using words that pattern. For example, The following sentence could be written: Tan man can fan Dan. This is a meaningful sentence having a subject and predicate that stand by themselves. But, there are so few sentences with meaning that can be written using word patterns. The following words also follow a common spelling and rhyming pattern: bat, cat, fat, hat, mat, pat, rat, and sat. And yet, it is very complex to write even one sentence to show a pattern: "Fat cat bat hat."

How then can one make use of a linguistic approach in reading instruction? I would suggest pupils providing rhyming words for a word in context from the basal reader or a library book. Thus, pupils may brainstorm rhyming words for "base," as an example. Learners may then notice if rhyming words pattern in spelling. Vocabulary growth may well be an end result also. The entire class may participate in this activity. A more limited approach might also be used in sentence writing in which some of the words pattern, but not all such as in the following sentence: The cat caught the rat and then sat down. Certainly, noticing how words pattern can be a way of recognizing known and unknown words. Here, pupils may work in small groups of four members or in dyads or pairs.

Disadvantages in using a linguistic approach in thinking about reading instruction includes a lack of meaningful sentences that can be

written. Thus, it is difficult to write sentences whereby words need to pattern continuously in early reading instruction. No one speaks or writes in that manner. Facets of the patterns approach can be used to teach pupils in reading. Thus, pupils may realize that there are likenesses and differences in words in terms of pronunciation and spelling. I have noticed pupils who took much interest in noticing words that rhyme and have the patterned spelling such as had, pad, sad, and lad. These pupils were also fascinated with words that rhyme but the spelling pattern is not there. These words include the following: blue, to, too, dew, lieu, Lou, and two. Locating words that rhyme can be very challenging, when ready, for pupils on an individual basis. Thus large group, small group, and individual endeavors may be used in grouping in stressing linguistic patterns in reading instruction.

Conclusion

There are numerous ways of grouping pupils for instruction. Whatever approach is used, pupils should benefit as much as possible from reading instruction. Team teaching stresses large, small, and individual methods of grouping for instructional purposes. I would not favor more than one classroom of twenty pupils taught at a single time in large group instruction. If twenty pupils make for one classroom of pupils in large group instruction, then it would also be good to teach fewer at one time, such as having committee or individual work in reading. I think flexibility is a key concept when thinking of grouping pupils for instruction. Rigidity and dogmatic thought is not good when thinking of how to group pupils for reading instruction.

Many educators recommend pupils be grouped heterogeneously with mixed achievement levels in a classroom so that learners from all ability groups may learn from each other. thus, when content is discussed from a reading assignment , each pupil may participate fully regardless of ability levels.

I believe that there should also be homogeneous grouping whereby there is more uniformity within a group as compared to heterogeneous grouping. For example, three reading groups within a classroom has

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served well for many teachers to provide for three achievement levels in the use of basal readers. Here again, flexibility can be a key concept in moving children from group to group when evidence warrants.

With individualized reading using library books, there are few problems in grouping since the pupil chooses sequential library books to read. If two to four pupils have read the same library book, they may be in committees to have a conference with the teacher covering the content of the completed reading of the book

Constructivism is a contextual approach in evaluating pupil achievement in reading. The teacher observes and assists pupils in reading when situations arise. Learners construct their own knowledge within a given selection being read. In contrast, behaviorists believe that knowledge is objective and external to the learner. Pupils may achieve the behaviorally stated objectives as quickly as individual abilities permit. Pupils might also desire to work cooperatively in a reading activity. The sharing of ideas in a committee to achieve behaviorally stated objectives can be an excellent way of grouping for instruction, if pupils work harmoniously within the committee. Pupils need ample experiences in learning to work together effectively.

Linguistic procedures may stress individual endeavors such as one person reading a library book. Dyads may involve two pupils reading the same library book. Large groups may be in evidence to provide background information and provide directions for all pupils who sequentially will be working individually and in committees.

Technology has made tremendous strides in assisting pupils to achieve in reading using software packages, CD ROMS, and the internet, among other procedures. New approaches will need to be implemented to guide pupils to achieve well in large group, small groups, and individual work. Much of reading instruction continually, I believe, will stress the use of the latest in proven technology. The information coming forth will include improved methods of grouping pupils for reading instruction. Here, I would suggest that teachers use Reading online, an electric journal of the international Reading Association, particularly the Electronic Classroom section. The

Electronic Classroom section highlights teacher applications of technology important to reading and the language arts. They also report on technology based programs and projects of interest to educators. This is a valuable resource to teachers in particular. Reading online is published electronically through World Wide Web (w w w. readingonline. org).

Reading teachers need to study diverse procedures in grouping pupils for instruction in reading and then guide each learner to achieve as much as possible in reading.

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